The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where everybody can be successful and fulfil their potential.
Work Hard; Be Kind!

"Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding." William Arthur Ward

The Rural Enterprise Academy Year 11
Curriculum Overview

Topic Tracker

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Weeks 1-10: *Poetry Anthology*	Weeks 11-20: *Macbeth*	Weeks 21-30: *Language papers*			
Maths (F)	Factors, multiples and primes Fractions Expressions and equations Angles	Right-angled triangles Surface Area and Volume Statistical diagrams	Probability Inequalities Vectors Percentages Compound measures	Ratio and proportion Standard form Sequences Linear graphs		
Maths (H)	Surds Algebraic fractions Equations	Pythagoras and trigonometry Circle geometry Statistical diagrams	Probability Inequalities Functions Transformations Iteration	Algebraic proof Similarity Geometric proof Graphs		
Science	Homeostasis and Response & Forces	Inheritance & The rate and extent of chemical change	Waves & Organic Chemistry	Magnetism & Chemical analysis	Chemistry of the atmosphere & Using resources	

Geography	Rivers	Urbanisation	Coast Paper Two	Issue evaluation	Pre-Release Paper One Revision Paper Two Revision Paper Three Revision	
BTEC Tech Award in Enterprise	Component 3: Marketing and Finance for Enterprise	Component 3: Marketing and Finance for Enterprise	Component 3: Marketing and Finance for Enterprise	Component 3: Marketing and Finance for Enterprise		
Physical Education	Team Sports	Team Sports	Team Sports	Badminton Cross Country	Striking & Fielding	
	Football / Netball / Rugby	Football / Netball / Rugby	Football / Netball / Rugby		Rounders & Softball	
BTEC Tech Award in Sport	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity		
BTEC Tech Award in Travel and Tourism	Component 3: Influences on Global Travel and Tourism	Component 3: Influences on Global Travel and Tourism	Component 3: Influences on Global Travel and Tourism	Component 3: Influences on Global Travel and Tourism		
BTEC Tech Award in Animal Care	Component 3: Animal Health and Welfare	Component 3: Animal Health and Welfare	Component 3: Animal Health and Welfare	Component 3: Animal Health and Welfare		

OCR National in Engineering	Unit R040: Design, evaluation and modelling	Unit R040: Design, evaluation and modelling	R038- exam preparation	R038- exam preparation	R038- exam preparation	
Religion and Ethics	Weeks 1-15: Peace and Conflict		Weeks 16-30: Revision			
CPHSE	Being Me	Dreams and Goals	Healthy me	Relationships		

English Language and English Literature

"I admire people who dare to take the language, English, and understand it understand the melody." Maya Angelou

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Overall Intent	*Poetry Power & Conflict* Students will continue to use PEE and analysis skills to compare poems analytically. Pupils will revisit anthology poems from KS3: (*London; My Last Duchess; Exposure; Storm on the Island; Bayonet Charge; The Emigree; Checking Out me History)* They will explore thematic and stylistic connections across the poems in order to write comparatively about two poems. Pupils will also examine the relationship between the poems and the context in which they were created.	*Shakespeare: Macbeth* Pupils will read the play text and develop a detailed understanding of the relationship between text and context. Study of the set texts will be organised around exploration of character and theme. In addition to analysing language and structure, pupils will consider Shakespeare's use of the dramatic form and the way in which he draws upon the "tragic hero" in Year 7, 8 and 9. Superstition and Fate (The Iliad 7:2;	*Language Paper 1 and 2* Students will begin the year with covering English fundamentals e.g. fiction/nonfiction; explicit/implicit comprehension; method spotting; language and structure; SPaG; creative writing for form, purpose, audience; Pupils practise reading of unseen fiction and nonfiction pieces to analyse, compare, and summarise in preparation of Section A of LP1 and LP2. Pupils are taught methodologies for producing fictional Creative Writing pieces (descriptions and short	**Revision** **GCSE examinations**

			stories) inspired by images for Language Paper 1 Section B. Pupils are taught methodologies for producing non-fiction Creative Writing pieces (including letters, newspaper articles and speeches) for Language Paper 2 Section B. fictional Creative Writing pieces (descriptions and short stories) inspired by images for Language Paper 1 Section B. Pupils are taught methodologies for producing non-fiction Creative Writing pieces (including letters, newspaper articles and speeches) for Language Paper 2 Section B.	

Assessments and End Points	*Practice Paper 1* *Practice Paper 2* *NOVEMBER MOCKS*	*Extract Analysis* *Whole Text Analysis from Extract* *MARCH MOCKS*		English Literature Paper 1 – English Literature Paper 2 – English Language Paper 1 – Explorations in creative reading and writing English Language Paper 2 – Written viewpoints and perspectives

Skills	**Literature Skills** *Read, understand and respond to texts. maintain a critical style* *develop an informed personal response* *use textual references, including quotations, to support and illustrate interpretations.* *Analyse the language, form and structure used by a writer to create meanings and effects, Use relevant subject terminology where appropriate.* *Show understanding of the relationships between texts and the contexts in which they were written.*	**Language Skills** *Identify and interpret explicit and implicit information,* *Select and synthesise evidence from different texts* *Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers,* *Using relevant subject terminology,* *Compare writers' ideas and perspectives* *Evaluate texts critically and support this with appropriate textual references* *Communicate clearly, effectively and imaginatively,*
	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	*Selecting and adapting tone, style and register for different forms, purposes and audiences.* *Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Using a range of vocabulary and sentence structures for clarity, purpose and effect, Using accurate spelling and punctuation* *Demonstrate presentation skills in a formal setting Listen and respond appropriately to spoken language Use spoken Standard English effectively in speeches and presentations*
Important literacy and numeracy developed	Reading: Extended guided reading of full texts. Close analytical reading, focusing on word and sentence level understanding; inference analysis and comparison skills are inherent in the year 11 English curriculum and GCSE assessment Objectives for Literature and Language. Writing: Extended writing, including planning, drafting and editing: Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar. Developing appreciation of genre features of different writing styles, such as persuasive writing. Oracy: Each year 11 examination unit features distinct opportunities to explore texts and themes through talk. Several units of English in year 11 have explicit focus on the use of spoken language, such as writing speeches for Language Paper 2. Numeracy: Pupils engage with the use of statistics when exploring and producing non-fiction viewpoint writing for Language Paper 2.	

Wider skills and enrichment	Pupils develop skills in analysis and evaluation as well as critical thinking skills. Pupils are encouraged to show stamina and resilience in extended writing tasks. Enrichment activities are included through the curriculum to develop an understanding of historical context of the books that pupil's study as well as giving the opportunity to visit the theatre.
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. Talk to them about the books they would like to read and support the choice of a range of texts. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.

Maths

"Mathematics is in its own way, the poetry of logical ideas." Albert Einstein

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge: (Foundation)	**Factors, multiples and primes** Highest common factor, lowest common multiple, prime factor decomposition **Fractions** Ordering fractions, calculating with fractions **Expressions and equations** Simplifying expressions, solving equations, simultaneous equations **Angles**	**Right-angled triangles** Right-angled trigonometry, Pythagoras **Surface Area and Volume** Surface area and volume of cones, pyramids and composite solids **Statistical diagrams** Pie charts, scatter graphs	**Probability** Theoretical and experimental probability **Inequalities** Linear inequalities **Vectors** Adding and subtracting column vectors, multiplying by scalars **Percentages** Percentage change **Compound measures**	**Ratio and proportion** Working with ratio and algebra Worded proportion problems **Standard form** Calculating in standard form **Sequences** Term-to-term rules Position-to-term rules **Linear graphs** Equations of linear graphs	**Revision and Exam Technique**	**Revision and Exam Technique**

	Finding unknown ngles		Calculating with compound measures			

Component Knowledge: (Higher)	**Surds** Calculating with surds Rationalising the denominator **Algebraic fractions** Calculating with algebraic fractions **Equations** Solving quadratic equations Simultaneous equations	**Pythagoras and trigonometry** Trigonometric ratios and graphs Non right-angled trigonometry 3D trigonometry and Pythagoras **Circle geometry** Circle theorems **Statistical diagrams** Histograms **Probability** Conditional probability	**Inequalities** Linear and quadratic inequalities **Functions** Substituting into functions Inverse and composite functions **Transformations** Transforming graphs **Iteration** Using iterative formulae	**Algebraic proof** Writing algebraic proofs **Similarity** Area and volume of similar shapes **Geometric proof** Vector proofs Writing geometric proofs **Graphs** Non-linear graphs	**Revision and Exam Technique**	**Revision and Exam Technique**
Assessments and End Points	Low stakes topic review	Low stakes topic review November Mock Exams	Low stakes topic review	Low stakes topic review March Mock Exams	**GCSE examinations** Maths Paper 1 – Non-calculator	**GCSE examinations** Maths Paper 2 – Calculator Maths Paper 3 – Calculator
Important literacy and numeracy developed	Students build strong foundations in numeracy through fluency in calculations, understanding of algebraic and geometric concepts, and the ability to apply mathematical reasoning to real-world problems. Literacy is developed by interpreting complex questions, using accurate mathematical vocabulary, and presenting solutions clearly in written and verbal forms. Emphasis is placed on reading for understanding, extracting key information, and constructing logical arguments.					

Wider skills and enrichment	The curriculum promotes wider skills such as problem-solving, critical thinking, and resilience when tackling challenging tasks. Students learn to collaborate effectively, communicate ideas confidently, and use technology to support learning. Enrichment opportunities include practical applications of mathematics, maths challenge projects, and activities that encourage creativity and curiosity beyond the classroom.
How you can help your child at home ?	Encourage your child to practise mental arithmetic and apply maths in everyday situations, such as budgeting, cooking, or measuring. Support them in reading and interpreting worded problems and discuss strategies for solving them. Homework is set through our online platforms – encouraging your child to do this themselves will support the development of their maths skills.

Combined Science

"Nothing in life is to be feared; it is only to be understood." Marie Curie

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge:	B5 Homeostasis and Response: Nervous system, reflex actions, hormones, blood glucose, diabetes, reproduction and infertility P5 Forces: Scalar and vector quantities, contact and non-contact forces, Newton's laws of motion, speed and acceleration, stopping distances, momentum	B6 Inheritance: DNA and inheritance, variation, evolution, antibiotic resistance, gene technologies, classification C6 Rate and extent of chemical change: Calculating rate of reaction, factors affecting the rate, catalysts, collision theory, reversible reactions and equilibrium	P6 Waves: Transverse and longitudinal waves, wave properties, EM spectrum C7 Organic Chemistry: Hydrocarbons, combustion, crude oil, fractional distillation and cracking	P7 Magnetism: Magnets, magnetic fields, electromagnets, motors C8 Chemical Analysis: Separation techniques, chromatography, formulations, gas tests	C9 Chemistry of the Atmosphere: History of the atmosphere, carbon cycle, atmospheric pollution C10 Using resources: Sustainability, life cycle assessments, water treatment, metal extraction, recycling	**Revision** **GCSE examinations**

Assessments and End Points	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic	Biology Paper 1 Chemistry Paper 1 Physics Paper 1	Biology Paper 2 Chemistry Paper 2 Physcis Paper 2
		November Mock Exams – Paper 1s		March Mock Exams – Paper 2s		
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, biological calculations (e.g. magnification and percentage change), quantitative chemistry (e.g. mass calculations) and physics equations.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including a range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of science success. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. BBC Bitesize (GCSE Combined Science: AQA Triology) is and excellent resource for supporting more in-depth learning at home.					

Geography

"The study of geography is about more than just memorizing places on a map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it is about using all that knowledge to help bridge divides and bring people together." Barack Obama

	Autumn Term	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge:	**Rivers** This scheme of work develops students' understanding of how river systems operate, beginning with the structure and processes of drainage basins and the movement of water through the hydrological cycle. Students learn how rivers change from source to mouth through the study of long and cross profiles, enabling them to recognise	**Urbanisation** This scheme of work introduces students to the causes, patterns, and consequences of rapid urbanisation, beginning with global trends and the emergence of megacities. Students explore the opportunities and challenges faced by these large urban areas before focusing on London as a key case study of a major UK and global city. Through this,	**Coasts** This scheme of work introduces students to the physical processes shaping coastal landscapes, beginning with wave types, weathering, mass movement, and the key erosional and depositional processes that operate along coastlines. Students learn how waves, currents, and sediment movement interact to	**Issue 4 Pre-release** This scheme of work prepares students for the Issue Evaluation component of the AQA GCSE Geography exam by developing the analytical, evaluative, and decision-making skills required to interpret and respond to the pre-release materials. Students begin by gaining a clear understanding of the	

	variations in velocity, gradient, and channel characteristics. They then explore key fluvial processes, including erosion, transportation, and deposition, and use these to understand the formation of major river landforms such as waterfalls, gorges, meanders, oxbow lakes, levees, and floodplains. The unit incorporates case studies and, where possible, fieldwork to investigate these landforms and the processes responsible for shaping them. Students analyse the factors that increase flood risk, examining both physical causes and human influences such as urbanisation and deforestation. They learn to interpret storm hydrographs and assess how rainfall and discharge patterns relate to flood events. Building	they examine London's economic, cultural, and political significance, as well as the social and economic opportunities the city provides. The unit also investigates the inequalities within London, analysing contrasts in housing, health, education, and income, and exploring how these disparities impact different communities. Students study the wider environmental challenges faced by London, including air pollution, waste, and climate change, and evaluate the strategies used to address them, such as sustainable transport, urban greening, waste management policies, and technological innovations. Throughout the scheme, learners use real data, maps, case studies, and contemporary examples	create a range of coastal landforms, including headlands and bays, caves, arches, stacks, stumps, beaches, sand dunes, spits, and bars. They apply their understanding to real-world locations through detailed case studies, including Swanage, where they explore both the formation and management of coastal features. As the unit progresses, students investigate coastal management strategies, analysing the advantages and disadvantages of hard engineering methods such as sea walls, groynes, and revetments, alongside soft engineering strategies including beach nourishment, dune regeneration,	structure, expectations, and assessment requirements of the Issue Evaluation, learning how to identify key issues, interpret unfamiliar material, and extract geographical evidence from maps, graphs, tables, and texts. The unit then builds students' confidence in analysing data, identifying trends, and applying geographical concepts to real-world scenarios presented in the pre-release. Through group tasks, case study application, and targeted data-interpretation practice, students learn to use evidence effectively to support explanations and arguments. A strong emphasis is placed on evaluating different perspectives, assessing the strengths	

	on this, the scheme introduces hard and soft engineering strategies, encouraging students to evaluate their advantages and limitations through real-world examples. The Banbury flood alleviation scheme is used as a detailed case study to assess the effectiveness of integrated flood management approaches. Throughout the unit, students develop geographical skills including map interpretation, diagram construction, hydrograph analysis, and the use of case study evidence to support explanations. Practical and fieldwork opportunities reinforce understanding of fluvial processes and landforms. Literacy skills are strengthened through structured explanations and extended writing on	to strengthen their ability to interpret trends, evaluate urban strategies, and apply geographical concepts to real-world contexts. The sequence develops key geographical skills, including data interpretation, map and graph analysis, case study evaluation, and structured written explanations. Fieldwork links can be made through urban studies or local area investigations. Literacy is reinforced through report writing, evaluations of urban policies, and the use of subject-specific terminology, while numeracy is embedded through the analysis of demographic data, social indicators, pollution levels, and environmental statistics. Peer and self-assessment opportunities support reflection and	managed retreat, and environmentally sustainable approaches. Through debates, modelling, and case study comparisons, students evaluate the effectiveness, costs, and environmental impacts of different management methods, developing a balanced understanding of how coastal communities adapt to erosion, flooding, and the effects of climate change. Throughout the scheme, students build geographical knowledge and skills, including map interpretation, diagram construction, fieldwork techniques, data interpretation, and the analysis of sediment movement and erosion rates. Opportunities for practical and outdoor	and weaknesses of proposed solutions, and forming balanced, well-justified judgments—core skills needed for high-level responses in the final exam. Throughout the scheme, students develop a range of geographical and transferable skills, including map interpretation, data analysis, critical thinking, and the ability to apply prior knowledge from across the GCSE course. Literacy skills are strengthened through extended evaluative writing, argument construction, and the interpretation of complex sources, while numeracy skills are embedded through the analysis of statistical data, trends, and	

	landform formation and flood management, while numeracy skills are embedded through the analysis of discharge graphs, erosion rates, and other fluvial data. Regular peer and self-assessment help students refine their understanding and exam technique before a final assessment and feedback lesson.	improvement ahead of a final assessment and feedback lesson.	learning enhance their understanding of how coasts change over time. Literacy skills are embedded through extended explanations, case study evaluations, and structured arguments, while numeracy skills are developed through the interpretation of wave frequency, erosion data, coastal measurements, and management cost analysis. Peer and self-assessment tasks support metacognition and help students refine their exam technique before completing a final assessment and a dedicated feedback and improvement lesson.	geographical measurements presented in the pre-release. Peer and self-assessment activities allow students to reflect on the quality of their arguments, the accuracy of their evidence, and their readiness for the exam. The scheme culminates in a timed mock Issue Evaluation task, giving students experience of applying their skills under exam conditions before receiving feedback designed to improve technique and deepen confidence.	

	and the importance of sustainability. **Interdependence** Consider the social and economic change from rural to urban as well as the role of TNCs. **Environmental interaction –** Understand the environmental impacts of development on the quality of life to the population **Physical and Human processes –** causes of uneven development, physical and economic	linked to climate change **Physical and Human processes –** geological structure and weathering process affecting landscape	linked to climate change **Physical and Human processes –** geological structure and weathering process affecting landscape **Field Work:** Pupils are required to collect data for fieldwork which will form part of their exam. Consider a range of evidence Consider and critically reflect on different viewpoints, detecting bias Use a wide range of geographical data Use of GIS with OS maps Analyse the inter-relationship between		

			physical and human factors on maps and establish associations between observed patterns on thematic maps. Describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends Interpret cross sections and transects of physical and human landscapes Create a concept map to show how the key geographical concepts		
Assessments and End Points	Recall test at the end of each topic	Recall test at the end of each topic November Mock Exams	Recall test at the end of each topic	Recall test at the end of each topic March Mock Exams	Geography Paper 1 Geography Paper 2 Geography Paper 3

Important literacy and numeracy developed	New vocabulary is introduced each lesson and referred back to within extended writing tasks. Students use textbooks and case studies to investigate geographical issues further. Pupils learn about several lengthy case studies and practise writing extended answers using this knowledge. Fieldwork requires a wide range of numeracy skills, including measurements, calculating averages, drawing, reading and analysing graphs and charts, analysis of geographical statistics and manipulation of data.
Wider skills and enrichment	Geographical skills are taught throughout the GCSE but there are many other skills that are part of the GCSE that lend themselves to further studies and employment, such as critical thinking skills and decision making. Pupils have the opportunity to develop enquiry and analysis skills through virtual and outside fieldwork.
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. The Geography Google Classroom has all lesson resources uploaded on to it which pupils can access at home to support their learning. There are many wider reading opportunities to support your child at home.

BTEC Tech Award Level 2 Enterprise

"Opportunities don't happen. You create them." Chris Gosser

	Component 3: Marketing and Finance for Enterprise
Component Knowledge:	**Targeting and segmenting the market** Target market: the market an enterprise wants to sell its products to Market segmentation: key differentiators that divide customers into groups to be targeted Markets: Business to Business (B2B), Business to Consumer (B2C), nice and mass **4Ps of the marketing mix** Product Price Place Promotion Multichannel marketing: using a range of traditional and/or digital methods **Factors influencing the choice of marketing methods** Such as appropriateness, speed, cost and experiences **Trust reputation and loyalty** Importance of brand imagine: perceptions of quality, value, variety and customer service Importance of reputation: actions of the enterprise and how they affect public opinion **Financial documents** Types of financial documents Importance of accuracy when these documents are being used Importance of accurate financial documents and record-keeping to business accounting

	Payment methods Payment methods including cash and card Impact on customers and enterprises of using different payment methods **Revenue and costs** Revenue/turnover Start-up and running costs **Financial statements** Profit and loss account Balance sheet Stake holders **Profitability and liquidity** Difference between cash and profit Difference between liquidity and profitability Calculate profitability rations from given formulae Calculate liquidity rations from given formulae **Budgeting** Expenditure and revenue budgets Difference between budgeting and budgetary control Impact on favourable and adverse variances **Cash flow** Cash flow forecast Purpose of cash flow forecast Difference between forecasted and actual cashflows **Suggesting improvements to cash flow problems** Cash flow problems: surplus and deficits

	Suggested solutions to financial problems

	Break-even point and break-even analysis Fixed, variable and total costs, and total revenue Break-even point, margin of safety, area of profit and area of loss Important to an enterprise of breaking even Strengths and limitations of break-even analysis **Sources of business finance** Internal sources of finance External sources of finance
Assessments and End Points	Low stakes recall tests throughout the topic External synoptic examination
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. The course involves looking at data related to enterprises, such as financial data, statistics related to the success of enterprises. Pupils also learn to interpret data, look at graphs or charts, and draw conclusions. This develops their numeracy skills in terms of data handling, statistical analysis and data interpretation
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in a business context. Communication is a big focus and pupils have the opportunity to apply their knowledge of communication to develop this skill.
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Encourage your child to attend extra sessions during holidays to receive extra support with their work. Support your child to complete homework tasks which will help with knowledge development

Physical Education

"You, me or nobody is going to hit as hard as life. But it isn't about how hard you hit. It is about how hard you can get hit and keep moving forward." Rocky Balboa

	Invasion Games Football	***Invasion Games Rugby***	***Invasion Games Netball***	***Net Games Badminton***	***Cross Country / Fitness***	***Striking & Fielding Rounders / Softball***
Component Knowledge and Skills:	**Knowledge** Know and perform the techniques for basic and advanced skills. Know and apply tactics that can be used to outwit opponents and increase chance of success. **Skills** Mastery of all basic skills ***(passing,***	**Knowledge** Know and perform the techniques for basic and advanced skills. Know and apply tactics that can be used to outwit opponents and increase chance of success. **Skills** Mastery of all basic **(Passing, tackling, rucking and mauling)** skills and	**Knowledge** Know and perform the techniques for basic and advanced skills. Know and apply tactics that can be used to outwit opponents and increase chance of success. **Skills** Mastery of all basic skills and development of more advanced	**Knowledge** Know and perform the techniques for basic and advanced skills. Know and apply tactics that can be used to outwit opponents and increase chance of success. **Skills** Mastery of all basic skills ***(clears & drop shots)*** and the	**Knowledge** To know, perform and evaluate a range of different exercises and the muscle group that it is working. To know a variety of different training methods and how these are used in conjunction with one another successfully. **Skills** Pupils will attain the skills to not	**Knowledge** Know the techniques for basic and advanced skills. Know what tactics can be used to outwit opponents and increase chance of success. **Skills** Mastery of all basic skills **(throwing, catching and batting)** and development of more advanced

				majority of the more advanced		

	dribbling, heading, shooting,					

	defending and movement off the ball) and the majority of the more advanced skills ***(Ball control, defending & pressing play)***.	development of more advanced skills. **(Lineouts, Scrummaging & Kicking)**	skills. ***(variety of passes, shooting, pivoting and playing within the rules)***	skills ***(smash & drives).***	only **perform a variety of training methods but also to use them effectively in their own program.**	skills ***(stealing bases, reverse hand batting)***.
Assessments and End Points	Practical assessment based on technique, application and competitive situations			Practical assessment based on accurate replication of technique	Assessment based on fitness level	Practical assessment based on accurate replication of technique

Important literacy and numeracy developed	PE often involves reading and understanding of written instructions, rules and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.
Wider skills and enrichment	Students will practice and develop their teamwork and communication skills during team sports. They will also be encouraged to develop resilience in PE and transfer this to other areas of their lives. Pupils are given a range of opportunities to take part in sporting enrichment activities, there is a wide choice each half term and we would encourage pupils to take part in as many as they can. Students are given the opportunity to attend an outdoor activities residential trip and to take part in a number of adventurous activities which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
How you can help your child at home	Encourage your child to take part in extracurricular clubs and sporting competitions on offer. Help your child to prepare for their lessons by ensuring they have their PE kit. Encourage at least 60 minutes of physical activity each day.

BTEC Tech Award Level 2 Sport

"Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it." Michael Jordan

	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Component Knowledge:	**Concepts:** **Importance of Fitness for Sports Performance** Understand how components of physical and skill-related fitness contribute to performance in various sports and positions. **Fitness Training Principles** Apply training principles such as frequency, intensity, time, type (FITT), progressive overload, specificity, individual differences, adaptation, reversibility, variation, and rest/recovery to design effective training programs. **Exercise Intensity and Measurement** Comprehend exercise intensity, target zones, and methods to measure and analyse intensity, including heart rate and the Borg Rating of Perceived Exertion (RPE) scale. **Knowledge:** **Fitness Testing Methods** Familiarity with specific tests for aerobic endurance, muscular strength, muscular endurance, flexibility, speed, agility, balance, coordination, power, and reaction time. **Effects of Long-term Fitness Training** Understand physiological adaptations in body systems resulting from different training methods, such as cardiovascular, muscular, and skeletal adaptations. **Fitness Programming Considerations** Recognise factors affecting the design of fitness training programs, including personal information, training methods, lifestyle history, and the role of public, private, and voluntary provisions in fitness training access.

	Skills: **Fitness Testing Administration** Set up, administer, and interpret fitness tests for various physical and skill-related fitness components, ensuring accurate measurement and data analysis. **Designing Fitness Training Programs** Create safe and effective training programs tailored to specific sports, participants, and fitness components, incorporating warm-ups, cool-downs, and appropriate training methods. **Motivational Techniques** Apply goal-setting techniques (SMARTER) and understand different types of motivation (intrinsic and extrinsic) to enhance participant engagement and performance.
Assessments and End Points	Low stakes recall tests throughout the topic External synoptic examination
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in sports. Communication is a big focus and pupils have the opportunity to apply their knowledge of communication to develop this skill.
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development.

BTEC Tech Award Level 2 Travel and Tourism

"The most beautiful thing in the world is of course, the world itself." Wallace Stevens

	Component 3: Influences on Global Travel and Tourism
Component Knowledge:	**Factors influencing global travel and tourism:** ● Economic factors ● Political factors ● Natural factors ● Media factors ● Safety and security factors ● Health risk factors ● Travel and tourism organisations ● Government: local, regional, national ● Voluntary organisations – an understanding of possible responses **Possible impacts of tourism:** **Sustainable tourism:** ● Sociocultural impacts of tourism are the changes to the everyday lives of people living in global destinations (host communities) and to their values, customs, traditions, arts and way of life. ● Economic impacts of tourism include the effect of the actual amount spent by tourists and indirect effects on the local and wider economies and other sectors ● Environmental impacts of tourism are the result of the strain tourism can place on local land use and resources as well as the natural and built environments of global destinations, although some impacts can be positive ● What is sustainable tourism?

	● The aim of sustainable tourism is to increase the benefits and to reduce the negative impacts caused by tourism for destinations ● visitors can be educated:

	● transport and essential infrastructure can be established/improved to benefit local people/communities ● local communities can be consulted/involved in the decision-making stage of tourism development ● local communities have a share or ownership of a resort/lodge and provide staffing ● taxes are imposed on incoming visitors and the money raised used for community projects. ● tourism can provide employment and training opportunities for local people, and give them access to higher-paid jobs ● visitors can be encouraged to support local communities by buying local produce, crafts and food, and using local transport ● governments can restrict the involvement of foreign-owned companies, all-inclusive resorts and foreign staff to benefit the local economy; have tourist prices and local prices ● visitor spend can be increased and retained by encouraging overnight stays, longer breaks, local currency schemes ● visitors can be managed ● traffic can be managed ● visitors are encouraged to use alternate types of transport – hybrids, green and electric-powered transport ● planning is controlled: ● visitors are educated on ● resources are controlled responsibly, including waste management, energy and water supplies – restricting fountains and water features that do not recycle water, limit the amount of pools ● natural areas vulnerable to the high volume of visitors are protected by legislation/regulations; creating nature/marine reserves; limiting or preventing access. **Tourism development:** ● Stages of tourism development as suggested by Butler's Tourist Area Life Cycle (TALC) model. ● Emerging destinations ● Characteristics of emerging destinations ● Mature destinations – destinations that have been popular for over twenty years with growth rates of visitor arrivals around 2 per cent year on year. ● Characteristics of mature global destinations ● maximise the economic benefits of tourism ● attract foreign currency ● diversify the economy ● raise funds to help reduce poverty, improve mobility, healthcare and education

	● create employment opportunities ● attract funding from foreign investors, private sector

	● improve the quality of life. ● tax incentives/tax relief to encourage investment, raise funds ● considering travel restrictions, security measures and entry requirements, including passport and visa requirements ● improving transport infrastructure, links and networks ● improving/establishing essential infrastructure ● supporting, approving and controlling tourism infrastructure ● providing funding for new initiatives in transport, events, training and infrastructure projects that support the local community and/or protect the environment ● managing destinations by implementing sustainable tourism policies. ● Types of partnership and their purpose: ● Possible advantages of partnerships: ● Possible disadvantages of partnerships:
Assessments and End Points	Low stakes recall tests throughout the topic External synoptic examination
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria.
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in travel and tourism. Communication is a big focus and pupils have the opportunity to apply their knowledge of communication to develop this skill.
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development.

BTEC Tech Award Level 2 Animal Care

"In every walk with nature, one receives far more than he seeks." John Muir

	Component 3: Animal Health and Welfare
Component Knowledge:	**Animal health:** ● Routine checks ● Signs of good health ● Signs of ill health ● Signs of stress ● Animal housing ● Animal care **Animal disease:** ● Characteristics of micro-organisms ● Zoonotic and notifiable diseases ● Delivering treatment to animals ● Disease transmission and prevention ● Improving and maintaining welfare of animals **Animal legislation:** ● Reasons for animals living inside the domestic home – for companionship or therapy purposes.

	● Reasons for keeping animals on a commercial basis ● Purpose of using animals for their skills and abilities ● Reasons for keeping animals, including leisure, education and conservation
	● Animal organisations ● Animal legislation and regulations ● Current legislation for the following areas: - animal welfare - transporting animals - dangerous dogs - codes of practice as issued by the relevant authority.

Assessments and End Points	Low stakes recall tests throughout the topic External synoptic examination
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. Pupils will use numeracy skills such as measurement and understanding of space in the practical elements of this qualification.
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in animal care. Pupils take part in a number of visits to different countryside and environment enterprises to complete the practical element of the course.
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development. Ensure your child attends practical fieldwork with the correct personal protective equipment (PPE).

OCR National Level 2 Engineering Design

"Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products." James Dyson

	R040 – Design, Evaluation and Modelling	R038 – Principles of Engineering Design
Component Knowledge:	**TA1: Product evaluation** **Product analysis and disassembly activity** Identify the meaning of each part of ACCESS FM Be able to apply all of ACCESS FM to a product analysis. Explain methods of ranking products. Use product ranking methods to analyse products and draw conclusions from them. Identify the difference between primary and secondary research. List a range of primary and secondary research sources. Undertake research using primary and secondary sources. Research manufactures manuals and guides for data about a product. Draw conclusions from findings in product guides and manuals. **TA2: Carry out product disassembly** **Product analysis and disassembly activity** Formulate a method for disassembly and identify correct tools to undertake the process	**TA2 Designing requirements** **Design considerations; user needs and manufacturing requirements** Explain the difference between needs and wants, and how they relate to the design of a product. Explain and identify the differences between quantitative and qualitative criteria. Use ACCESS FM to analyse a supplied engineering product design specification and a product. Explain scales of manufacture, including the relative advantages and disadvantages of each, and identify products that are typically manufactured under each - one-off, batch, mass production. **TA4 Evaluating design ideas** **Evaluating design ideas and outcomes** Recall the difference between qualitative and quantitative criteria and be able to qualitatively analyse a product against a design brief.

	Identify how to use suitable measuring tools to extract data (e.g. sizes, weight). Disassemble a simple engineered product. Analyse aspects of a product through disassembly. **TA2.1: Methods of modelling** **Virtual CAD activity** Generate a CAD drawing suitable for manufacturing Describe the details that need to be included to be able to manufacture the designed product. Produce assembly notes and guides to assist in the manufacturing of an engineered design. Label and add notes to diagrams and illustrations to aid in manufacture. Select suitable manufacturing methods for designed components. Select suitable materials for designed components. Identify general hazards in the working environment and identify correct setting up and working procedures int the area. Identify potential hazards in practical activities and identify safe working practices on specific tasks. **TA2.1: Methods of modelling** **Physical modelling activity** Use equipment to undertake practical tasks in an appropriate manner. Use materials to create prototypes with correct regard to their properties and method of handling. Undertake practical activity demonstrating care and attention to safety procedures. Document their making process through a written record.	Explain why and how ranking matrices are produced and why they are useful to the designer; produce a simple ranking matrix. Explain the term QFD and summarise briefly the purpose of a QFD matrix and the stages involved in its construction. Explain methods used to evaluate a design outcome by taking measurements using different measuring instruments, and through functional testing. Summarise the advantages and limitations of each method. Explain how quantitative data (from testing and measurement) of a model is compared against the product design brief. **Design considerations; user needs and manufacturing requirements** Explain the term user testing, with examples. Give reasons for design modifications and improvements when evaluating design outcomes. **TA2 Design requirements** **Design considerations; user needs and manufacturing requirements** Explain the term wasting, with examples of how this process is carried out. Identify wasting processes from supplied examples. Explain the terms shaping and forming, with examples of how this process is carried out. Identify shaping and forming processes from supplied examples. Explain the term joining, with examples of how this process is carried out. Identify joining processes from supplied examples.

	Analyse the success of a manufactured prototype using the specification. Suggest possible improvements to a manufactured prototype.	Explain the terms finishing and assembly, with examples of how this process is carried out. Identify finishing and assembly processes from supplied examples. Explain the terms production and capital costs, and how these determine the manufacturing cost of a product. Be able to solve simple production cost problems.
Assessments and End Points	Completion of controlled assessment task – externally moderated	Pupils will complete regular recall tests throughout the learning. Externally examined unit
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. Numeracy is developed through drawing techniques with measurement and angles a key part of the drawing process. Pupils also develop use of number and scale.	
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in design.	
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development.	

Religious Studies

"Share your knowledge. It is a way to achieve immortality." Dalai Lama

	Cycle One	Cycle Two	Cycle Three
Overall Intent	**Peace and Conflict** *Requires knowledge of Judaism and Christianity. Relies on class discussion in a safe environment. Class will be more stable and familiar in second GCSE year.* *Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world.* *They should be aware of contrasting perspectives in contemporary British society on all of these issues.* *On the following three issues they must be able to explain a belief from the main religious tradition in Britain (Christianity) and a contrasting belief:* • *Violence.* • *Weapons of mass destruction.* • *Pacifism.*	**Revision of key concepts based on November Mock examinations**	**Revision** **GCSE examinations**

Knowledge	**Religion, violence, terrorism and war** • Peace • Justice • Forgiveness • Reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. **Religion and belief in 21st century conflict** • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisations		

Skills	*AO1: Demonstrate knowledge and understanding of religion and belief, including:* • *beliefs, practices and sources of authority* • *influence on individuals, communities and societies* • *similarities and differences within and/or between religions and beliefs.* *AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.*		
Assessments and End Points	Five knowledge based questions An extended written piece November mocks	March Mocks	GCSE Examinations
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to descriptive analysis of texts. Pupils develop oracy skills through debate and discussion and are encouraged to complete extended writing tasks. There is a focus on reading comprehension throughout the curriculum.		
Wider skills and enrichment	Students are given the opportunity to learn about the important aspects of different faiths across the world. Students develop skills in analysis and evaluation as well as critical thinking skills.		
How you can help your child at home	Encourage your child to complete further research into the topics studied. If possible, take your child to visit places of worship for different religions.		

CPSHE

"Be the change you want to see in the world." Mahatma Gandhi

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Title	Unit 1: Being Me	Unit 3: Dreams & Goals	Unit 4: Healthy Me	Unit 5: Relationships		
Overall intent – rationale Why this? Why now?	Beginning to explore the impact of being an adult in the world, starting with legal expectations, rights and responsibilities	Building on the expectations of being adults, exploring parenting responsibilities and household management	Building on the expectations of being adults, exploring sexual responsibilities and sexual health	Building on sexual responsibilities, relationships and sexual health in less typical sexual relationships; personal identity and tolerance of others.	**Revision** **GCSE Examinations**	**Revision** **GCSE Examinations**
Component Knowledge:	**Key Concepts** Roles and responsibilities as a member of society aged (16+). **Knowledge** 'Being an adult' Legislation	**Key Concepts** Personal expectations and ambitions as a member of society (16+) **Knowledge** Anxiety Sleep Mental Health Financial Goals	**Key Concepts** Sexual expectations and repercussions as active members of society (16+) **Knowledge** Anxiety Stress & Relaxation STIs	**Key Concepts** Sexual relationships in the broader world; less typical sexual relationships **Knowledge** Intimacy Spectrum of gender and sexuality		

	Legal: relationships; drugs; online Substance use and abuse Emergencies Emergency First Aid	Budgeting Gambling Dream Jobs Skill Sets Parenting	Sexual relationships Contraception Pregnancy Sexual health	"Coming out" Illegal behaviour in relationships FGM Breast ironing		
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – understanding the use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					
Wider skills and enrichment	Pupils develop a good understanding of important issues from personal skills such as goal setting and money management, to issues in society such as discrimination and equality. Pupils are encouraged to develop critical thinking skills as they work through the topics.					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class. Encourage your child to talk to you about the topics they are learning about in lessons.					